Arizona's

INSTRUMENT TO MEASURE STANDARDS

Spring 2003 - High School

Test Coordinator's Manual

Arizona Student Achievement Program

Harcourt Educational Measurement

A Harcourt Assessment Company

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INTRODUCTION

Arizona's Instrument to Measure Standards (AIMS) measures what students know and are able to do in writing, reading and mathematics as presented in the *Arizona Academic Standards*. The test that your students are about to take will provide valuable information for students and schools. Students will receive specific information detailing their progress toward meeting the standard in writing, reading and mathematics. Schools will receive valuable information on students' progress that can be used to strengthen their curriculum and instruction strategies.

It is important that the directions for administration included in this manual and the *Test Administrator's Manual* are explicitly followed and that students make an honest effort to demonstrate their ability. **TEST COORDINATORS MUST ARRANGE TO USE BOTH MANUALS FOR THE WRITING AND FOR THE READING/MATHEMATICS TESTS.**

SECURITY

The following is *State Board Rule R7-2-310.B, C and D concerning test security:

B. The superintendent or head of district shall be responsible for:

1. Providing school district enrollment data to the Department of Education annually for the purposes of test material distribution.

2. Verifying the count of test materials received and distributing the test materials to each school in the district.

3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing. Test materials shall be kept in locked storage.

4. Advising all district employees that the test materials are not to be reproduced in any manner.

5. Familiarizing each person who will administer the test with the test publisher's directions for administering the test, the timing of the test and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.

6. Distributing actual test materials to persons administering the tests on the day of testing.

7. Training persons administering the tests on how to properly complete the identification information on the test booklet/answer sheet and how to code the information required on the variables being collected pursuant to A.R.S. 15-741, et seq.

8. Properly packaging all tests/answer sheets which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or the Department of Education.

9. Forwarding all tests/answer sheets to be scored to the scoring contractor per instructions. Tests/answer sheets for the entire district should be forwarded in one shipment.

10. Retaining all unused and reusable test materials, reporting them in the school's inventory, and storing them in a safe and secure manner.**

11. Immediately reporting to the Department of Education any losses of test materials or other irregularities.

12. The superintendent or head of district may designate a testing coordinator to act on his behalf.

C. Persons designated by the superintendent or head of district to administer the test shall:

1. Keep all test materials in locked storage.

2. Not reproduce any test materials in any manner.

3. Not disclose any actual test items to pupils prior to testing.

4. Not provide answers of any test items to any pupils.

5. Administer only practice tests which are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests (NRT only).

6. The test publishers' suggested time limits for untimed tests shall be followed as closely as possible in order to maintain uniformity in test administration.

7. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the *High School Test Administrator's Manual*.

8. Not change a pupil's answer.

9. Follow instructions contained in this manual for packing scorable and non-scorable materials.

10. Return all test materials to the superintendent or head of district immediately upon completion of testing.

D. All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instruction for appropriate action.

It is important to keep in mind that any breach of security, loss of materials, failure to account for materials, or any other deviation from acceptable security procedures shall be reported immediately to the principal, district or charter school test coordinator and the state level test coordinator. Depending on the severity of the breach, it may result in disciplinary action including, but not limited to, a letter of reprimand, suspension with pay, suspension without pay, dismissal or certificate revocation. AIMS materials are protected by a copyright and must NOT be copied for any reason.

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* The Department of Education will present recommendations to the State Board of Education for changes to R7-310.B, C, and D. If the Board makes changes that are too late to be included in the manual, Test Coordinators will be provided with the information by surface mail, electronic communicaiton, and at the pre-test workshops.

** Please note that AIMS materials are not reusable and MUST be returned to the Harcourt Educational Measurement Scoring Center after testing is complete.

TEST	
Level	**AIMS**
High School	Writing
High School	Math
High School	Reading

Figure 1: Test Levels

SCHEDULE OF IMPORTANT DATES

Events	Writing	Math/Reading
Test Materials Delivered to Districts	January 21–28	March 24–31
Deadline for Additional Material Requests to Harcourt Educational Measurement	February 4	April 4
Test Administration Dates	February 25	Math—April 28 Reading—April 29
Deadline to Schedule Pick-Up of Scorable Answer Documents and Test Booklets for UPS	March 3–7	May 12–16
Return of Materials to be Scored to Harcourt Educational Measurement Scoring Center	March 4–10	May 13–20
Final Date for Materials to be Received by Harcourt Educational Measurement	March 10	May 20
Score Reports Due in District	July 8	July 8*

Figure 2: Schedule of Important Dates

* Harcourt Educational Measurement has agreed to produce reports for high school students and to deliver them to districts and charter schools within 35 working days (47 calendar days) from the date that all scorable materials arrive at the Scoring Center.

For Harcourt and ADE to meet the above timelines for the return of materials, we need your help in the following areas.

1. Reduce the number of alerts by following the directions for the return of materials.
2. Be sure that teacher ID sheets and school ID sheets are properly completed.
3. Return your scorable answer documents to the scoring center on time (Writing—March 4-10; Reading and Mathematics—May 13-20).

Test Coordinator's Manual

District/Charter Holder Test Coordinator's Responsibilities

As the District/Charter Holder Test Coordinator, your primary responsibilities are to organize and implement the activities necessary to conduct testing in the schools and to act as a liaison between test administrators, the Arizona Department of Education (ADE) and Harcourt Educational Measurement. Your responsibilities include:

Pre-test Responsibilities

■ scheduling testing activities within the district or charter schools;

■ communicating the schedule to test administrators;

■ providing training to test administrators on testing procedures;

■ working with the test administrators to select appropriate classrooms or other sites within the school where testing will take place;

■ following up on questions from test administrators by contacting either Harcourt or ADE;

■ receiving materials from Harcourt;

■ checking in materials to ensure that shipments are complete;

■ distributing materials to test administrators;

■ implementing and maintaining security procedures within the district and school(s);

■ communicating security procedures and responsibilities to test administrators;

■ inventorying and ordering extra testing materials, if needed;

■ providing instructions regarding the use of the "STUDENT NUMBER" and "OTHER INFORMATION" sections on the student answer document; and

■ arranging for a supply of dictionaries and thesauri to be in the testing room during the administration of the extended response portion of the writing test (dictionaries and thesauri can be used on the extended response writing item ONLY).

During Test Responsibilities

■ monitoring assessment activities;

In case of an extended break in testing such as lunch or overnight, all test booklets and answer documents must be collected, counted, and returned to locked storage until testing resumes.

Post-test Responsibilities

■ scheduling pick-up of materials with UPS as instructed;

■ receiving used answer documents and securing test booklets from test administrators;

■ organizing and preparing used answer documents and secure test booklets for shipping to Harcourt;

■ ensuring materials are shipped back to Harcourt by the established due date; and

■ salvaging manuals and blank, unused answer documents after testing is complete.

Test Coordinators can take on other responsibilities as the need arises with the district or charter school.

SCHEDULING TEST ADMINISTRATION

Testing activities are to be conducted as follows:

Tuesday, February 25, 2003 — Writing
Monday, April 28, 2003 — Mathematics
Tuesday, April 29, 2003 — Reading

District/Charter Holder Test Coordinators should establish the testing schedule in advance and communicate testing dates to test administrators, students, and parents.

Make-up testing is not allowed. Students and their parents or guardians should be notified of testing dates in advance. Students who are absent, or otherwise miss the scheduled test administration, may not make up the missed session. Districts need to alert students and parents that if students are absent or otherwise miss the test, there is no opportunity for a make-up. Districts need to document student and parent refusal to test. However, students who return to class should take any of the subject areas yet to be administered.

Estimated Time Required

The following are **approximate times** needed to administer AIMS. This estimate includes time to distribute materials to students, complete student information on answer documents, read directions, and collect and count materials at the end of the testing session.

Writing—2 hours
Mathematics—2 hours
Reading—2 hours

AIMS is not a timed test. Students are to be given an opportunity to answer all test questions. Arrangements **MUST** be made to allow for additional time for students who have not had enough time to complete the test. This must be done during the same testing session. Again, these are NOT timed tests.

Students should be instructed to bring personal reading materials or class work that they can do if they finish prior to the end of the testing session.

Test Setting

Arrangements for testing rooms and seating should be completed well in advance of administering the test. In most cases, the students' regular classroom will provide the most favorable testing environment. However, any room that does not crowd students and provides good lighting, adequate ventilation and freedom from excessive noise or interruption could be considered for testing. Seating should be arranged to provide students with comfortable seats and a smooth, hard writing surface large enough to accommodate a folded test booklet and an answer document. Seating should be arranged so that students are not tempted to look at the answers of others.

A test administrator is needed in each testing room to read the directions and monitor students. Depending on the number of students in each room, additional personnel (proctors) may be needed.

The test administrator and proctors should:

- count test booklets and verify that correct totals are received from the Test Coordinator;
- become familiar with the manual and test administration procedures prior to testing;
- distribute and collect materials;
- maintain test booklet security;
- answer questions regarding directions;
- ensure students have the proper testing materials and are marking their responses properly;
- complete special coding on student answer documents, if applicable; and
- check that students are responding in the appropriate sections of their answer documents and are doing individual work.

Test administrators and proctors should understand the difference between helping students who do not understand the directions and helping students with their responses.

Students to be Tested/Not Tested

All Grade 10 students must be given the opportunity to test. Grade 11 and 12 students who have not yet met the standard on any of the subtests must retake that subtest. An alternate state assessment (AIMS-A) is available for students with significant disabilities. Refer to the Special Education Guidelines found on the Arizona Department of Education's Web site (www.ade.az.gov) for additional information.

WHAT ARE ADAPTATIONS, ACCOMMODATIONS, AND MODIFICATIONS?

Accommodations and modifications are available to special education students. Students covered by Section 504 of the Rehabilitation Act and English learners are eligible for accommodations. Refer to "Special Education Guidelines," "Section 504 of the Rehabilitation Act of 1973, AIMS and Stanford 9," and "Guidelines for the Administration of AIMS and the Stanford 9 to English Learners" on the Department's Web site at www.ade.az.gov.

Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order for a student to be a successful learner. Adaptations include *accommodations* and *modifications*. Adaptations are based on an individual student's strengths and needs.

Accommodations are provisions made in *how* a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations **must not** alter the content of the test or provide inappropriate assistance to the student within the context of the test. Accommodations **do not** require an entry in column "J" in the "OTHER INFORMATION" section on the AIMS answer documents.

The following accommodations may be used, if appropriate, in the administration of AIMS. All accommodations must be specifically required in the student's IEP or 504 accommodation plan. All other aspects of test administration should be in accordance with the directions in this manual.

- Change time of day for administration
- Provide special lighting or acoustics
- Secure paper to work area with tape or magnet
- Provide adaptive or special furniture
- Provide slant board or wedge
- Administer test individually in a separate location
- Administer test in a small group
- Provide templates to reduce visible print
- Provide visual magnification devices
- Provide large-diameter pencil
- Provide pencil grip
- Provide auditory amplification devices or noise buffers
- Sign oral directions using exact translation
- Sign or read written directions to student
- Reread directions for each page
- Allow frequent breaks during testing
- Mark answers in test booklet
- Provide markers to maintain place

Accommodations used in test administration should be similar to accommodations required by the student during instruction. These accommodations do not significantly affect the interpretation of the student's scores and therefore **do not require special coding** on the student answer document.

Modifications reflect changes in the test administration that affect standardization and, thus, the comparability of scores and may also involve substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the

content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. Modifications include the use of calculators. If the following modifications are made, the proper notation **must** be made on the appropriate answer document. These modifications must be part of the students' current IEP. Modifications require an entry in column "J" in the "OTHER INFORMATION" section on the appropriate AIMS answer documents and include:

- Follow flexible schedule
- Administer test in several shorter sessions
- Administer test over several extra days
- Underline/highlight verbs in directions
- Provide additional examples
- Simplify language in directions
- Give prompts/directions on tape
- Provide dictionary*, spell check
- Increase size of answer bubbles

- Have computer read test to student
- Have teacher provide clarification on items
- Provide STOP or arrow cues
- Provide graph paper
- Provide word processor or typewriter
- Provide calculator, abacus, arithmetic tables
- Administer out-of-level

*Although not required, <u>all</u> <u>students</u> may use a dictionary or thesaurus for the extended writing prompt on the <u>writing</u> <u>test</u> <u>only</u>; several copies of each should be available if students choose to use them.

CODING AND "OTHER INFORMATION" ON AIMS ANSWER DOCUMENTS

Test administrators or Test Coordinators are responsible for completing the coding required in the "OTHER INFORMATION" field of the identification grid on the student answer document when a modification is implemented. Coding in the "OTHER INFORMATION" section of the student answer document pertains only to special education students who have received these modifications during the administration of an AIMS subtest, or to home schooled students.

Columns "A" through "H" are for district use. District/Charter Holder Test Coordinators are responsible for instructing test administrators in the use of these fields. Harcourt will report these numbers, as gridded, on the individual student test report. Columns "I" and "J" are reserved for use with students receiving testing modifications. These two columns may not be used for any other purpose.

A code of "**1**" should be entered and the bubble filled in under column "J" if the student has received a modification in **reading**. A code of "**2**" should be entered and the bubble filled in under column "J" if the student has received a modification in **mathematics**. A code of "**3**" should be entered and the bubble filled in under column "J" if the student has received a modification in **writing**. A code of "**4**" should be entered and the bubble filled in under column "J" if the student has received a modification in **reading and mathematics**. A code of "**5**" should be entered and the bubble filled in under column "J" if the student has received a modification in **reading and writing**. A code of "**6**" should be entered and the bubble filled in under column "J" if the student has received a modification in **mathematics and writing**. A code of "**7**" should be entered and the bubble filled in under column "J" if the student has received a modification in **reading, mathematics, and writing.**

For example, if a student's IEP requires the student to receive assistance in computations, then the student's answer document would be coded "2." To exclude home schooled students from summary data, grid a code of "8" in column "J."

It is very important that the coding for each student be done accurately since these data will be used to determine which of the student's scores will or will not be included in the score summary reports. Willful miscoding of answer documents is a violation of ethical test practice and subject to discipline and/or dismissal.

Bubble Position (Column J)	Content Area(s)
1	Reading
2	Mathematics
3	Writing
4	Reading and Mathematics
5	Reading and Writing
6	Mathematics and Writing
7	Reading, Mathematics, and Writing
8	Home Schooled Student

Figure 3:
"OTHER INFORMATION"
Section

Word Processors, Scribes, Tape Recorders, Large Print, and Braille Tests

If the student uses a word processor, tape recorder, scribe, Braille test book and Braillewriter, or a Large Print test book as an adaptation, his or her responses must be transcribed into an answer document for scoring purposes. A member of the school staff must be responsible for transcribing the response exactly as produced by the student. Staff members should not change the spelling or punctuation of the student-produced work. These answer documents should be returned with the rest of the documents for the appropriate school. The student's use of a Braille or Large Print edition of the test must be recorded on the student's answer document in the "Disabilities" section (number 12).

Where to go for Additional Information

The decision to use an adaptation should be made on an individual, case-by-case basis by those who know the student. Selection of an adaptation should be based on the adaptation's appropriateness to the disability and its impact on the student. The Arizona Department of Education's Web site (www.ade.az.gov) contains guidelines for test administration for Special Education students. On the home page, find State Tests and Academic Standards/Arizona's Instrument to Measure Standards/Administering AIMS/Special Education Guidelines.

Test Materials

The District/Charter Holder Test Coordinator will receive a box containing extra materials, in case of shortages in the schools. Schools and districts should break open these packets to provide the exact number of materials needed. Please do not distribute extra materials to schools or test administrators. If schools need more materials than what can be supplied from the district overage box, District/Charter Holder Test Coordinators should refer to page 25 of this manual for ordering instructions.

To facilitate distribution, the materials for the spring 2003 AIMS will be packed by school. The following materials for the writing test will be distributed to the District/Charter Holder Test Coordinator January 21-28, 2003:

- *Writing Test Booklet*
- *Writing Answer Document*
- *High School Test Coordinator's Manual*
- *High School Test Administrator's Manual*
- Master File Sheet
- Scoring Service Identification (SSID) Sheet
- Orange shipping labels (scorable materials)
- Return 2nd Day airbills
- Green shipping labels (non-scorable materials)
- UPS ARS GroundTrac (black-and-white labels)

The mathematics and reading test materials will be delivered to District/Charter Holder Test Coordinators March 24-31, 2003. Each Test Coordinator will receive the following materials:

- *Mathematics Test Booklet*
- *Reading Test Booklet*
- Combination *Mathematics/Reading Answer Document*
- Master File Sheet
- Scoring Service Identification (SSID) Sheet
- Orange shipping labels (scorable materials)
- Return 2nd Day airbills
- Green shipping labels (non-scorable materials)
- UPS ARS GroundTrac (black-and-white labels)

The following materials are needed for each testing room and are to be provided by the schools:

- Supply of No. 2 pencils with erasers for students who do not bring their own
- Pencil sharpener
- "Testing—Do Not Disturb" sign
- Dictionaries and thesauri for use on the extended writing prompt on the writing test **ONLY**

Test booklets carry the copyright of Harcourt and may NOT be photocopied or reproduced for any reason.

Test Booklets

Each Grade 10 student will take the reading, writing, and mathematics tests. Grade 11 and 12 students take only the subtest in which they have not yet met the standards.

Although test booklets are secure, and must be returned to Harcourt after testing, students may write in their test booklets. However, only answers indicated on the answer document will be scored.

Answer Documents

Use only spring 2003 AIMS answer documents. Documents from other testing programs or from previous AIMS field or pilot testing cycles will not be scored. **Do Not Photocopy Answer Documents**. Districts who photocopy answer documents will be charged for the work needed to manually process students' answers.

The answer documents are machine scorable and a No. 2 pencil must be used.

There are two (2) answer documents for the AIMS high school administration: writing and mathematics/reading.

It is important that the following precautions be observed:

■ Instruct test administrators and students not to use correction fluid on the answer documents. If an error is made in answering an extended-response question, the student should erase the error and make the correction.

■ Do not allow students to use extra paper to answer their extended-response questions. Only answers written in the space allotted on the answer document will be scored. Additional pages will not be scored.

■ Do not allow students to use pens, crayons, markers or colored pencils to respond to either their multiple-choice questions or their extended-response questions.

■ Do not disassemble or pull pages out of the answer document.

■ Do not use paper clips, tape, staples, or glue on the answer documents.

■ Do not attach removable "sticky" notes to the answer documents.

■ Do not photocopy the answer document.

Manuals

■ *High School Test Coordinator's Manual*—Each District/Charter Holder Test Coordinator will receive a copy of this manual. This manual outlines the roles and responsibilities of the Test Coordinators before, during, and after testing. You are critical to the success of AIMS. This manual is designed to provide the information necessary to facilitate the 2003 AIMS Administration. Keep this manual for both the writing and reading/mathematics test.

■ *High School Test Administrator's Manual*—Each test administrator will receive a copy of this manual. This manual contains instructions for administering the high school writing and mathematics/reading assessments. This manual must be followed and retained by the test administrators for both high school administrations.

Completing Identification Information on the Student Answer Document

The identification information on the back cover and inside back cover of the high school answer document will be completed as follows:

- Students will complete numbers 1-10 and 13-14.
- School or district personnel will complete numbers 11 (optional), 12, and 15-17.

The numbered list is for locating fields on the student demographic page in Figure 4A.

1) STUDENT NAME (use legal name, not nickname)
2) TEACHER
3) SCHOOL
4) DISTRICT
5) GENDER
6) GRADE
7) DATE OF BIRTH

- The following are grid fields. If Pre-ID labels are used, grid number 13 only.

8) LAST NAME, FIRST NAME, and MI (middle initial) – Print in the boxes above the name grid and fill in the bubbles to match the letters of the name (left justify).
9) DATE OF BIRTH – Grid in MONTH, DAY, and YEAR. DAY must be 2 digits (e.g., third day of the month = 03).
10) GENDER – Fill in the bubble for Female or Male.
11) STUDENT NUMBER – District option (left justify, if used).
12) OTHER INFORMATION – The directions for gridding this section can be found on page 13. This section must be completed by the test administrator or the Test Coordinator after test administration.
13) STUDENT INFORMATION – Have students answer questions 13 through 19.
14) DEMOGRAPHIC INFORMATION – Have students answer questions 1 through 6.
15) SPECIAL PROGRAM MEMBERSHIP – Select all that apply. See page 20 for descriptions of special programs.
16) FOR ENGLISH LEARNERS AND RECLASSIFIED FLUENT ENGLISH PROFICIENT STUDENTS – Answer questions 8 through 11.
17) DISABILITIES – Select all that apply.

Student Number

This 10-digit number is for district use only. Districts who have assigned identification numbers to students may grid their students' identification number in this field. Student numbers less than 10 digits in length should be left-justified. District/Charter Holder Test Coordinators are responsible for instructing test administrators in the use of this field and for the accuracy of the number gridded. Harcourt will report this number, as gridded, on the individual student test report.

Figure 4A: Student Demographic Page, Back Cover

❶❹
To be Completed by Students

1. Grade Enrolled (Select one only.)
   ○ 3   ○ 10
   ○ 5   ○ 11
   ○ 8   ○ 12

2. Racial/Ethnic Background (Select one only.)
   ○ White (Not Hispanic)
   ○ Black or African American (Not Hispanic)
   ○ American Indian or Alaskan Native
   ○ Asian or Pacific Islander
   ○ Hispanic or Latino
   ○ Other/Multiracial

3. Did you start this school year at this school?
   ○ Yes   ○ No

4. Number of Years in the School (Select one only.)
   ○ Less than 1   ○ 4
   ○ 1   ○ 5
   ○ 2   ○ 6 or more
   ○ 3

5. Number of Years in the District (Select one only.)
   ○ Less than 1   ○ 4
   ○ 1   ○ 5
   ○ 2   ○ 6 or more
   ○ 3

6. Primary language spoken at home (Select one only.)
   ○ English   ○ Navajo
   ○ Spanish   ○ Other

❶❻
To be Completed by School or District Personnel

For English Learners and Reclassified Fluent English Proficient students, please answer questions 8-11.

8. Level of English Proficiency (Select one only.)
   ○ EL (English Learner)
   ○ FEP (Fluent English Proficient)

9. Beginning in Grade 1, number of years classified as identified in Question 8, including the current school year (Select one only.)
   ○ 1
   ○ 2
   ○ 3
   ○ 4 or more
   ○ Records not available

10. In what type of EL Program is the student enrolled? (Select one only.)
    ○ Structured English Immersion
    ○ Mainstream English Classroom
    Bilingual with Waiver
    ○ Transitional bilingual education
    ○ Bilingual/bicultural
    ○ Dual language education

11. Number of years in the EL Program identified in Question 10, including the current school year (Select one only.)
    ○ 1
    ○ 2
    ○ 3
    ○ 4 or more
    ○ Records not available

❶❺
To be Completed by School or District Personnel

7. Special Program Membership (Select all that apply.)
   ○ Title I
   ○ English Learner Program
   ○ 504 Accommodation
   ○ Migrant Education
   ○ Special Education
   ○ Gifted Education
   ○ Vocational Education
   ○ Home School

❶❼
To be Completed by School or District Personnel

12. Disabilities (Select all that apply.)
    ○ Autism
    ○ Emotional Disability
    ○ Hearing Impairment
    ○ Mild Mental Retardation
    ○ Moderate Mental Retardation
    ○ Multiple Disabilities
    ○ Multiple Disabilities with Severe Sensory Impairment
    ○ Orthopedic Impairment
    ○ Other Health Impairments
    ○ Severe Mental Retardation
    ○ Specific Learning Disability
    ○ Speech/Language Impairment
    ○ Traumatic Brain Injury
    ○ Visual Impairment
    ○ Braille
    ○ Large Print

Figure 4B: Student Demographic Page, Inside Back Cover

Guidance for Answering Additional Questions on AIMS Answer Documents

1. **Grade Enrolled** (Select one only.): Indicate the grade in which the student is currently enrolled. In some cases, the grade in which the student is enrolled may be different from the grade level of the assessment.

2. **Racial/Ethnic Background** (Select one only.): Indicate the racial or ethnic background of the student.

   White (Not Hispanic): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

   Black or African American (Not Hispanic): A person having origins in any of the black racial groups of Africa.

   American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

   Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

   Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race.

3. **Did you start the school year at this school?** Indicate whether the student began the school year (or within the first 2 weeks of the start date) at their current school.

4. **Number of Years in the School** (Select one only.): Indicate the number of consecutive years that a student has been attending this school, counting the current school year. For example, for a student who began this school year at this school, but was not enrolled in this school last academic year, select bubble "1." For a student who first enrolled in the school halfway through this school year, select bubble "Less than 1."

5. **Number of Years in the District** (Select one only.): Indicate the number of consecutive years that a student has been attending this school district, counting the current school year. For example, for a student who began this school year in this district, but was not enrolled in this district last academic year, select bubble "1." For a student who moved into the district halfway through this school year, select bubble "Less than 1."

6. **Primary language spoken at home** (Select one only.): Indicate the primary language spoken at home. This may or may not be the student's dominant language.

7. **Special Program Membership** (Select all that apply.): Indicate any educational programs in which a student currently participates. School or district personnel should complete this section of the answer document after the student has finished the test.

   Title I – Students to be included in this area are eligible to receive Title I services and are currently receiving such services at a selected Title I school.

   English Learner Program – Students to be included in this area have been previously identified as those students who have insufficient English to succeed in English-only classrooms. They are developing proficiency in English.

504 Accommodation – Students to be included in this area have been previously identified in accord with the provisions in Section 504 of the Rehabilitation Act of 1973. Such students may be further identified as those with an active 504 plan that states allowable educational accommodations. Students covered by a 504 accommodation plan are not eligible for modifications to the test. They are eligible to receive accommodations as determined by the IAP team.

Migrant Education – Students to be included in this area are between the ages of 3 and 21 and have moved within the last 36 months for the purpose of obtaining agricultural employment.

Special Education – Students to be included in this area have been previously identified in accord with federal, state, and district guidelines and procedures. Such students have an Individualized Education Program (IEP) and are currently receiving services as stated in their IEP to accommodate their disability.

Gifted Education – Students to be included in this area have been previously identified in accord with district procedures as eligible for services offered to gifted and talented students. They may or may not be receiving such services.

Vocational Education (Career and Technology Education) – Students to be included in this area have been, or are currently enrolled in, two or more career preparation classes. This includes career preparation for agricultural sciences, business, hospitality, marketing, foods, child care, health occupations, or trade and technology sciences.

Home School – This bubble must be filled in if students testing at your school are home schooled.

Questions 8-11 apply only to English learners. The school or district personnel most familiar with a student's English learner status and instructional program should answer the following questions:

8. **Level of English Proficiency** (Select one only.):

    EL (English Learner) – Students whose first language is not English and who are in the process of learning English. The student is not currently able to perform ordinary classroom work in English.

    FEP (Fluent English Proficient) – An English learner who has met the requirements needed to exit from an English Learner Program.

9. **Number of years classified as identified in Question 8, including the current school year** (Select one only.): Indicate the number of consecutive years that a student has been classified, in any school in your district, as EL or FEP (depending on the answer to question 8). Include the current school year.

10. **In what type of EL Program is the student enrolled?** (Select one only.):

> <u>Structured English Immersion (or Sheltered English Immersion)</u> – This is an English language acquisition process for young children in which nearly all classroom instruction is in English but the curriculum and presentation are designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and mathematic subject matter are taught in English. Teachers may use a minimal amount of the child's native language when necessary, but no subject matter is taught in any language other than English. Children in this program learn to read and write solely in English.

> <u>Mainstream English Classroom</u> – A classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English.

> <u>Bilingual with Waiver</u> – For students who have a waiver from the requirements of A.R.S. § 15-752, under A.R.S. § 15-753, indicate the program type which best describes the bilingual program in which the student is enrolled.

>> <u>Transitional bilingual education</u> – This is the designation for an organized program in which participating pupils receive instruction in and through English and the primary home language of the pupils.

>> <u>Bilingual/bicultural</u> – A Bilingual-Bicultural Program for kindergarten and Grades 1-8 or for kindergarten and Grades 1-12 uses two languages, one of which is English, as a means of instruction. The goal is to build on and expand the existing language skills of each participating pupil and to enable the pupil to achieve competency and literacy in both languages. The instruction includes the history and culture of Arizona and the United States, as well as customs and values of the cultures associated with the languages being taught.

>> <u>Dual language education</u> – Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

11. **Number of years in the EL Program identified in Question 10, including the current school year** (Select one only.): Indicate the number of consecutive years that a student has been in the EL Program identified in Question 10. Include the current year. It is likely that the answer for most students will be "1" year or "2" years.

Receiving Test Materials

Harcourt will provide the necessary quantities of AIMS test materials. AIMS test materials will be shipped to the districts in two shipments (Writing—January 21; Mathematics/Reading—March 24, 2003.

All testing materials for traditional schools will be packaged by school and shipped from Harcourt Educational Measurement to the District/Charter Holder Test Coordinator. Test materials for charter schools will be packaged by school site and shipped directly to each charter holder. District/Charter Holder Test Coordinators are then responsible for getting materials to individual

schools. Materials will be shipped in specially designed boxes called "dual-purpose cartons." Each carton's inner and outer flaps are designed to be easily used for both receiving and shipping materials, depending upon which set of flaps is on the outside (see Packing Answer Documents on page 29). The dual-purpose cartons are strong and durable and should allow for receiving materials from the vendor and returning used test/answer documents to the Scoring Center, using the same cartons.

Shipment and Arrival Schedule

The materials shipment will arrive between January 21-28 (Writing) and March 24-31, 2003 (Mathematics/Reading). The quantity of each item sent will be indicated on the packing list included with the shipment, as shown on the next page.

Shipment Configuration

Materials will be provided to each district according to the enrollment information provided by the district. Each carton will be clearly marked and numbered in sequence, Box 1 of 5, Box 2 of 5, etc. The packing list will be in Box 1. The materials will be packed by school for all districts.

The shipment will contain the following items as requested for the grades within a district:

- *High School Writing Test Booklets, Mathematics/Reading Test Booklets*
- *High School Writing Answer Documents, Mathematics/Reading Answer Documents* (combined)
- *High School Test Administrator's Manual*

Test Coordinator's Kit will contain:

- *Test Coordinator's Manual*
- Master File Sheets
- Scoring Service Identification (SSID) Sheets
- Paper Bands
- Packing List(s)
- UPS return shipping label(s)
- Cover letter
- Orange return labels (scorable)
- Green return labels (non-scorable)

```
Order Date: 08/01/02          PL: 034593-000222244-8                    Page:  1

                                  3-2
```

Harcourt Educational Measurement
19500 Bulverde Rd
San Antonio, Texas 78259-3701
A Harcourt Assessment Company

```
S > Any Person                    <
H > Test Coordinator              <
I > I812 Green                    <
P >                               <
  > Anytown                    AZ <
T >                       12345   <
O > (123) 456-7890               <


    Arizona AIMS


* * * * * * * * * * * * * * * * * *
*                                 *
* Dear Test Coordinator           *
*                                 *
* Please inspect the contents of this  *
* shipment of test materials. If there *
* is a discrepancy or shortage of any  *
* item listed, or if there is any other *
* problem, please contact your    *
* HEM Program Coordinator, Barbara *
* Dillard or Carol Strickler at   *
* 1-800-800-8305 ext. 5645 or 5620. *
*                                 *
* * * * * * * * * * * * * * * * * *
```

Title Code	Grade	Description	Pick Loc	Number Pkgs	Pack Size	Total Items	Carton Id #
87-654321	10	AIM03 HS Admin Manual	12	71	1	71	
23-456789	10	High Schl Writing Spiraled Pkg	9	117	10	1170	
35-467890	10	AIM03 HS Writing AD Pkg	10	117	10	1170	

		Test Coordinator Kit					
		AIMS Cover Letter		1	1	1	
		Master File Sheet		1	1	1	
		SSID Preprinted		71	1	71	
		Paper Bands		8	10	80	
		UPS 2Day Air Label Set		11	1	11	
		Orange Return Label		11	1	11	
		Green Return Label		11	1	11	

```
District: 1799999    ANY SCHOOL USD
Building: 179999901  ANY SCHOOL #1
```

034593-000222244-8

```
0000040649
    Date Shipped: ____/____/____
```

```
PI: _____  CH: _____  PA: _____

Number of Cartons: _____

VIA: _____  Weight: _____

Transportation Cost:$_____.____
```

Figure 5: Sample Packing List

INVENTORYING TEST MATERIALS

District/Charter Holder Test Coordinators should immediately inventory all materials received using the following checklist:

❑ 1) Open Box 1. Examine the packing list to determine the total number of cartons in the entire shipment.

❑ 2) Count the total number of boxes received and compare it to the number of boxes shipped. If by January 28, 2003 (Writing) or March 31, 2003 (Mathematics/Reading), the total number of boxes indicated as shipped have not been received, call Harcourt Educational Measurement's Arizona Program Coordinator, **immediately** at 1-800-800-8305, extension 5645 or 5620.

❑ 3) Inventory the contents of the shipment by comparing the quantities indicated on the packing list with an actual count of the materials contained in the shipment. *Deadline for ordering additional materials is February 4, 2003 (Writing) and April 4, 2003 (Mathematics/Reading).*

❑ 4) Verify the materials received in each District shipment against the packing list for your District. Check the quantities received against the materials actually necessary for testing in each school and make an item-by-item note of any discrepancies which may exist in each District shipment. Once all shortages have been noted for every school, calculate the district-wide shortage. **To report any discrepancies or if additional items are needed call the Arizona Program Coordinator, toll free at 1-800-800-8305, extension 5645 or 5620, on or before February 4, 2003 (Writing) or April 4, 2003 (Mathematics/Reading).** <u>Please note that order adjustments cannot be shipped on an item-by-school basis</u>**. Only district-wide adjustments will be shipped. Additional orders requested after February 4, 2003 (Writing) and April 4, 2003 (Mathematics/Reading) may not be received in time for testing to begin promptly and will be shipped by overnight delivery at an additional expense.**

❑ 5) Districts should retain the dual-purpose cartons in which materials are shipped. These cartons should be used to return answer documents to the Scoring Center.

PROCEDURES DURING TEST ADMINISTRATION

Monitoring During the Test

During the test administration, test administrators should monitor the testing process by moving unobtrusively about the room. It is difficult to observe the testing in progress if one merely stands in front of the room. In moving about the room, test administrators should check that students are working on the correct page, are turning pages when necessary, are marking answers properly, and are not spending too much time on any one item. It is often helpful to have a second person in the room to assist in the test administration and monitoring.

Have extra pencils and erasers available in an accessible place. Use of scratch paper is prohibited. Its use is a violation of test security. Only answers marked on the answer documents will be scored.

Distributing Answer Documents and Test Booklets to Students

Distribute a test booklet and answer document to each student. Verify that the correct forms for test booklets and answer documents are being used. Explain the format of the answer document to students and remind them to fill in the bubbles completely and to be careful not to make stray marks on the answer document. Erasures must be thorough and clean in order to ensure correct scoring. Item numbers must be carefully followed, and double-marking in the same row is to be avoided.

Calculators may NOT be used on any portion of AIMS, except as noted in the Modifications Section of this manual (see page 11).

PROCEDURES FOLLOWING TEST ADMINISTRATION

Inspecting Answer Documents

After testing, check each answer document to ensure that the following has been done.

1. Appropriate levels administered (see the table on page 7).
2. The student's marks have been made with a black (No. 2) lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)
3. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.) **OR** the student's name has been recorded in the print field box and a Pre-ID label has been affixed to the proper spot.
4. All erasures are complete and neat.
5. The test administrator or Test Coordinator has coded proper areas on the answer documents including the information requested in the "OTHER INFORMATION" section. (See the illustrations on pages 18-19.) Be certain that the test form the student used is correctly printed and coded in the "FORM CODE" section.

Organizing Answer Documents After Testing

Answer documents must be grouped by GRADE LEVEL (3, 5, 8, 10, 11, or 12). Out-of-level answer documents must be grouped by the level of the document, i.e., the scorable answer document of a Grade 10 student that took a Grade 8 test would be included with other Grade 8 scorable answer documents.

Arrange the answer documents so the page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed. Instructions for doing this are on page 30 of this manual.

Place the paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands; this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by the computer.

All test materials must be picked up from the District/Charter Holder Test Coordinator. Dates for the pick-up of all test materials are:

March 3–7, 2003—Writing
May 12–16, 2003—Mathematics/Reading

The Scoring Service Identification Sheet (SSID) for each class or grade should be on top of the stack of answer documents for that group **within** the paper band. If there are two or more schools in your district, group the banded stacks of answer documents together by school, making sure that the highest grade is at the bottom of each school stack and that the lowest grade is at the top of each stack. (See Figure 9 on page 34.)

Completing the Master File Sheet

Information you enter on this sheet will be used at the Scoring Center to verify that your district's entire return shipment of machine-scorable test booklets and answer documents for high school have been received. **Please ensure that an accurate accounting of all documents has been completed.**

Master File Sheets will be provided for *AIMS*. The Master File Sheet will identify *AIMS* documents at the bottom of the form in the box labeled "Testing Program." The box will have the following designation that will identify program materials (see Figure 6 on page 28):

■ **AZAIMS** — *AIMS* Machine-scorable Answer Documents

To complete the Master File Sheet you must:

■ add any school(s) that are not on the list; include the CTDS code number;
■ indicate school name changes, if necessary. Print the name exactly as gridded on the SSID Sheet (the way you want the name to appear on the score reports — limited to twenty (20) character spaces);
■ delete schools that no longer exist or that did not participate in *AIMS*
■ report "Number of Groups" to represent number of classrooms to be scored. If scores are to be reported by grade — "Number of Groups will be "1" per grade;
■ enter the total number of documents returned by each school by grade in the "Number of Documents" column; and
■ enter "0" in both columns if no students were tested in a grade.

Retain a photocopy of the completed Master File Sheet(s) for your records. **When you have finished packing your answer documents, the completed Master File Sheet will be packed at the top of Box 1.**

Harcourt

Harcourt Educational Measurement

Arizona AIMS High School Writing Master File Sheet

Page   1

District: ANTELOPE UNION HSD
Code: 1404506
Contact: ALLEN HILL JR.
Address: 9168 S AVE 36E

WELLTON   AZ 85356
Telephone: (928) 785-3344

Building Number	Building Name	Grade	Number of Groups	Number of Documents
		DO NOT USE		
0450606188	ANTELOPE UNION HIGH			
		Grade 10	_____	_____
		Grade 11	_____	_____
		Grade 12	_____	_____

TOTALS: _____   _____

For Scoring Center Use	Receiving Number	Order Number 102530081	Date Received
	Testing Program AIMW2	Est N-Count	

Figure 6: Master File Sheet

Packing Answer Documents

The answer documents should be packed by school in the same order as they are listed on the District Master File Sheet. In other words, the first school listed should be at the top of the first box. (See Figure 9 on page 34.)

When the District/Charter Holder Test Coordinator receives all the used answer documents from the participating schools, the materials may be consolidated in one or more of the dual-purpose cartons originally sent to the district. They may then be returned the Harcourt Educational Measurement Scoring Center by simply folding the inside flaps to the outside and applying tape, and then attaching the UPS shipping label and the orange return label on the top of each carton.

Use the dual-purpose cartons or ones in which the answer documents will not shift. Any empty spaces should be filled with crumpled paper. Do not use shredded paper or Styrofoam "peanuts." Label the boxes using the bright orange Arizona AIMS Program Label supplied. Complete all return address information in the upper, left-hand corner of the label. If several boxes are necessary, label them serially. For example, a shipment of three boxes would be labeled, "Box 1 of 3, Box 2 or 3, Box 3 of 3."

Affix one blue-and-white UPS 2nd DAY AIR SHIPPING LABEL to each box of your shipment. Each label has been preprinted with your district's address on it. Please check and make address changes if necessary. Call UPS at 1-800-214-0391 to arrange for the pick up of answer documents.

Scoring Service Identification (SSID) Sheets

Preprinted SSID Sheets have been provided in each district's shipment of test materials. If the preprinted data contains an error, do not alter it. Instead, fill out all pertinent information on a blank form. The test administrators must complete an SSID Sheet for each group's documents. Instructions for completing the SSID Sheet are provided on page 30 of this manual.

Blank SSID Sheets are included in the Test Coordinator's Kit. If you are completing blank SSID Sheets for **new** buildings, be sure to match the school name exactly as it is printed on the Master File Sheet. It is important that all the necessary information is printed and/or gridded on this sheet. SSID Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. If additional forms are needed, contact the Arizona Program Coordinator at 1-800-800-8305, extension 5645 or 5620. (Test administrators who need additional copies should contact their Test Coordinator.)

Instructions for Completing the Scoring Service Identification Sheet

SIDE 1	
Print the information requested in the box located in the upper, right-hand corner.	
A. SYSTEM	Print your district (preprinted).
B. CITY	Print your city (preprinted).
C. STATE	Print Arizona or AZ (preprinted).
D. SCHOOL	Print the name of the school as it is to appear on the Score Reports, plus the school code (preprinted).
E. GRADE	Print the grade tested.
F. TEST DATE(S)	If not preprinted, print the complete date testing began.
G. TEACHER, COUNSELOR OR GROUP	Print the appropriate name.
H. GRADE	Grid in the bubble for the grade tested.
I. OTIS-LENNON SEPARATE DOCUMENTS TAKEN YES/NO	Leave blank.
J. NUMBER OF DOCUMENTS	Complete with the number of *answer documents* (right justify).
K. SCHOOL NAME	Print the name of the school as it is to appear on the Score Reports in the blocks and mark the appropriate bubbles for the school name (preprinted).
L. SCHOOL CODE (optional)	Obtain the school code number from the Master File Sheet; print and grid it in the school code section if it is not already preprinted. (See page 28.)
M. CALCULATOR NORMS	Leave blank.

SIDE 2
Complete Side 2 for organization of answer documents by classroom.
N. If you are using this side, please mark in this circle.
O. Print in the boxes and fill in the appropriate bubbles below for the teacher, counselor, or group name.
DO NOT grid the section titled "GROUP CODE."

SIDE 1

Harcourt Educational Measurement
A Harcourt Assessment Company

**SCORING SERVICE
IDENTIFICATION SHEET**

FOR USE WITH NCS DOCUMENTS
UNDER DOC. NO. 5-1-2001.

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS
SHEET ARE GIVEN IN THE MATERIALS PROVIDED
FOR THE TEST OR SURVEY BEING ADMINISTERED.
PLEASE READ THEM.

USE NO. 2 PENCIL ONLY
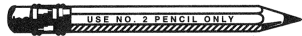
PLEASE SUPPLY THE FOLLOWING INFORMATION:

A SYSTEM _____

B CITY _____ **C** STATE _____

D SCHOOL _____

E GRADE _____ **F** TEST DATE(S) _____
IF APPLICABLE

G TEACHER, COUNSELOR OR GROUP _____
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

K SCHOOL NAME
PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE
MARK ONLY ONE

PRE-K
K
1
2
3
H 4
5
6
7
8
9
10
11
12
13
14
15
16
(USE ONLY WITH
PUBLISHER'S
ADVICE)
UNGRADED

OTIS-LENNON
SEPARATE
DOCUMENTS
TAKEN?
I YES
NO

J NUMBER OF
DOCUMENTS
PRINT ONE NUMERAL PER
BOX, RIGHT JUSTIFIED (e.g.,
0032); THEN MARK THE
CORRESPONDING CIRCLES.

L SCHOOL CODE (optional)

FOR SCORING CENTER USE
1 2 3 4 5 6 7 8 9 10 11 12 13 14

CALCULATOR NORMS
M YES
NO

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and retrieval system, without permission in writing from the publisher. The Harcourt logo is a trademark of Harcourt,
Inc. Printed in the United States of America.

TPC Reflective Bond™ 0927-106

17 18 19 20 21 22 23 24 25 A B C D E   015-499974-1

Figure 7: Scoring Service Identification (SSID) Sheet, Side 1

SIDE 2

FOR SCORING CENTER USE

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE. ○

TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

GROUP CODE (optional)

ISBN 015-499974-1

9 780154 999740

Figure 8: Scoring Service Identification (SSID) Sheet, Side 2

Verifying Scoring Service Identification Sheets

The District/Charter Holder Test Coordinator will verify that each test administrator has completed a Scoring Service Identification Sheet for each classroom. Please make sure that both sides are completed and that the proper school code number is gridded in the area marked "SCHOOL CODE."

Assembly of Test Materials

The packaging order of SSID sheets and answer documents is critical. Each school must organize the answer documents by class grouping, band the documents with a paper strip and return them to the Test Coordinator. The scheduling of this activity is important in order to meet the materials pick-up due dates. Test Coordinators should work closely with the test administrator(s) so that materials are returned from the schools in a timely manner.

Test Coordinators should:

- Collect all testing materials from the test administrators.
- Separate completed answer documents from other materials.
- Check the test booklets to ensure that used answer documents have not been left inside.
- Assemble answer documents as instructed on the following page.

DISTRICT/CHARTER HOLDER TEST COORDINATOR INSTRUCTIONS FOR THE ASSEMBLY OF AIMS TESTING MATERIALS FOR RETURN TO THE HARCOURT SCORING CENTER
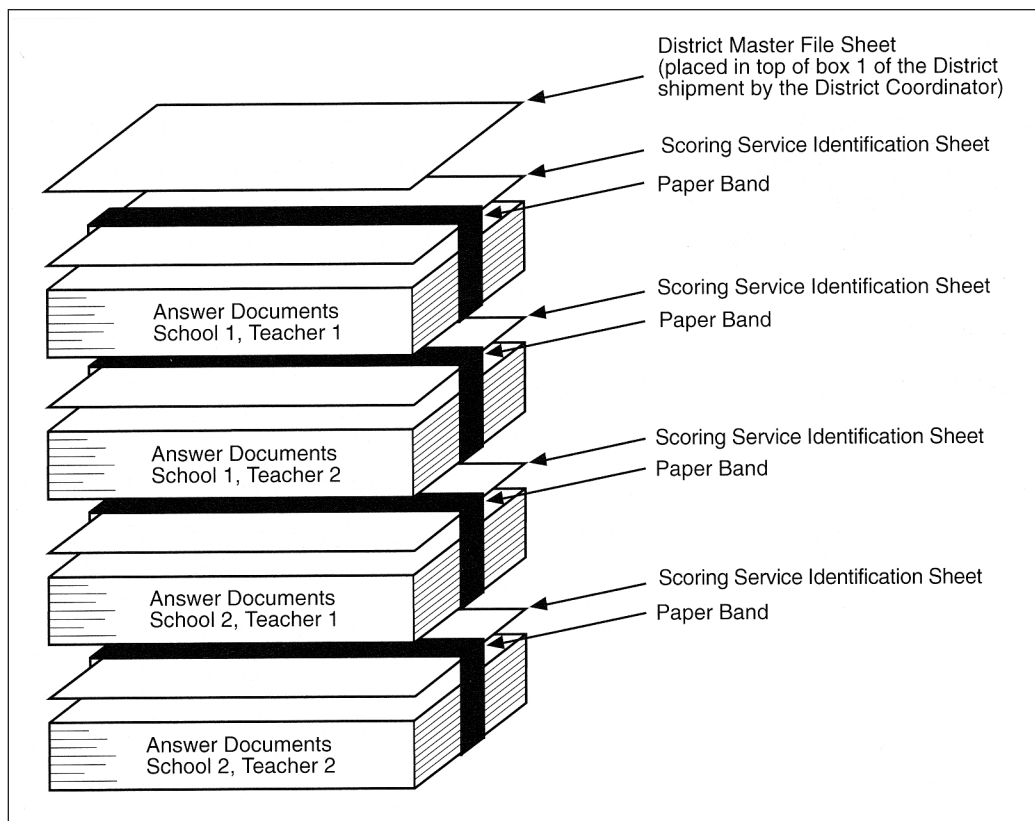

District Master File Sheet
(placed in top of box 1 of the District
shipment by the District Coordinator)

Scoring Service Identification Sheet

Paper Band

Answer Documents
School 1, Teacher 1

Scoring Service Identification Sheet

Paper Band

Answer Documents
School 1, Teacher 2

Scoring Service Identification Sheet

Paper Band

Answer Documents
School 2, Teacher 1

Scoring Service Identification Sheet

Paper Band

Answer Documents
School 2, Teacher 2

Figure 9: Packing Procedures

Return Box

Box 1 of X
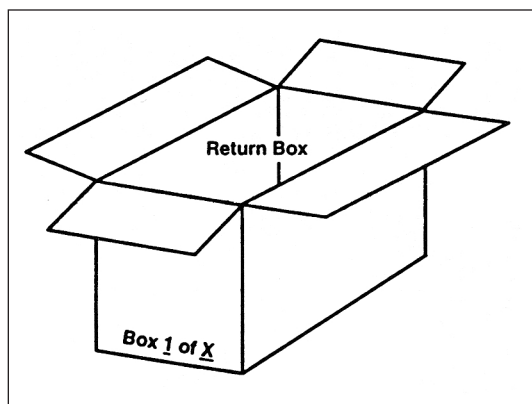
Package answer documents into the boxes provided. For each box of **SCORABLE** materials, complete an **ORANGE** return label, with your district name, address and indicate "Box___of___."

For **NON-SCORABLE** materials (test booklets) use a **GREEN** return label.

Affix label to the **TOP** of each box.

Figure 10: Materials Receipt and Answer Document Return Cartons

DO NOT pack test booklets in boxes with the answer documents.

SHIPPING OF MATERIALS TO THE HARCOURT SCORING CENTER

The toll-free number to contact UPS is:

1-800-214-0391

When you call, inform the representative that you have packages to be sent to Harcourt Educational Measurement and have prepaid labels.

■ If your school closes before 5:00 p.m., be sure to instruct UPS to arrive prior to 3:00 p.m.

Before the UPS driver arrives, double check the following:

■ Has an ORANGE carton label been completed and affixed to the top of each carton containing SCORABLE answer documents?
■ Has a blue-and-white UPS 2nd DAY AIR SHIPPING LABEL been affixed to the top of every carton in your shipment?
■ Has a GREEN carton label been completed and affixed to the top of each carton containing all test booklets (NON-SCORABLE)?
■ Has a black-and-white UPS GROUND SHIPPING LABEL been completed and affixed to the top of every carton in your shipment?

For UPS Shipping Labels—Peel the tracking number sticker off the bottom of each return label and place it on the AIMS High School Scorable Materials Tracking Information form in your Test Coordinator's Kit (shown on page 40). Please fax this form to Harcourt Educational Measurement (1-800-500-8865) and retain the original in your files. **<u>Please keep your copies so that your shipment can be traced (by individual packages) in the event the shipment has not been received at Harcourt Educational Measurement by the following dates</u>**. If you need additional UPS Shipping Labels, please call a UPS Customer Associate, at 1-800-214-0391.

Contact UPS no later than:

Writing—March 6, 2003
Mathematics/Reading—May 15, 2003

To be picked up by UPS no later than:

Writing—March 7, 2003
Mathematics/Reading—May 16, 2003

For delivery to the Harcourt Scoring Center:

Writing—March 10, 2003
Mathematics/Reading—May 20, 2003

RETURN ADDRESS

_____
School Name

_____
Street Address
                    AZ
_____
City   State   Zip

_____
District Name

ARIZONA
AIMS

Harcourt Educational Measurement
Scoring Center
19500 Bulverde Road
San Antonio, TX 78259

Grade(s): 3 5 8 10   999-8090-50-4
Box: _____ of _____

Figure 11: Orange Return Label for Scorable Materials

ARIZONA
AIMS (NONSCORABLE) TEST MATERIALS

❑ Grade 3   — Reading, Writing, and Mathematics
❑ Grade 5   — Reading, Writing, and Mathematics
❑ Grade 8   — Reading, Writing, and Mathematics
❑ Grade 10 — Reading, Writing, and Mathematics

999-8090-09-1

Figure 12: Green Return Label for Non-scorable Materials

Figure 13: Sample of Blue-and-White Shipping Label for Scorable Material (UPS 2nd Day Air)

Figure 14: Sample of Black-and-White Shipping Label for Non-scorable Material (UPS Ground)

TEST SECURITY AFFIDAVIT FORM

Page 39 of this manual contains the AIMS High School Test Security Affidavit form that must be sent to the Arizona Department of Education. Complete the information requested including the date and time that the books were picked up from your district. This form must be faxed or mailed to ADE the day the pick-up of test booklets takes place.

Forms should be sent to the attention of:

Dr. Paul S. Young
Arizona Department of Education
1535 West Jefferson/Bin #6
Phoenix, AZ 85007

Or fax: 602-542-5467

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS (AIMS)
HIGH SCHOOL TEST SECURITY AFFIDAVIT

Complete this form and **send it by mail to Dr. Paul Young, Arizona Department of Education, 1535 W. Jefferson Street, Bin #6, Phoenix, AZ 85007** or **fax to (602) 542-5467.** Fax a second copy to Barbara Dillard, Harcourt Educational Measurement (800) 500-8865. Keep the original in your files.

Total number of test booklets received _____

Total number of test booklets received
and distributed to classrooms _____

Total number of test booklets collected and
returned to Harcourt Educational Measurement _____

Date of UPS pick-up _____

Time of UPS pick-up _____

UPS Tracking Numbers:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I certify that: No test booklets were reproduced and all test booklets that have been issued to my school district/charter school have been accounted for and returned to Harcourt Educational Measurement.

_____   _____

District/Charter School Name   Entity ID or Building #

_____   _____

District/Charter School Authorized Signature   Date

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS (AIMS)
HIGH SCHOOL SCORABLE MATERIALS TRACKING INFORMATION

Place one blue-and-white 2nd Day Air Return Service label on each box. Peel the small tracking sticker off the bottom of the UPS form and attach it to this form in the "UPS Tracking Numbers" section. Give the box(es) to any UPS driver or call (800) 742-5877 for pick-up.

Complete this form and fax one (1) copy to Barbara Dillard, Harcourt Educational Measurement (800) 500-8865. **Keep the original in your files.**

Total number of boxes shipped to Harcourt Educational Measurement.   _____

Date of UPS pick-up   _____

Time of UPS pick-up   _____

UPS Tracking Numbers:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

District/Charter School Name

_____   _____

District/Charter School Authorized Signature   Date

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